

2012-2013 Program Evaluation

Perry Street Preparatory Public Charter School



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I. School Description

A. Mission Statement

Perry Street Prep High School is a community of diverse learners that builds relationships with families and empowers students to be college-ready and to thrive in a global society.

B. School Program

1. Summary of Curriculum Design and Instructional Approach – a. PreK-8 School

Perry Street Prep instructs daily lessons for PreK-8 students according to the Houghton Mifflin Publisher.

Instructional strategies are classified as direct, indirect, interactive, experiential or independent.

- The **direct instruction** strategy is highly teacher-directed and is among the most commonly used. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations. The direct instruction strategy is effective for providing information or developing step-by-step skills. This strategy also works well for introducing other teaching methods, or actively involving students in knowledge construction.
- **Indirect instruction** is mainly student-centered. Examples of indirect instruction methods include reflective discussion, concept formation, concept attainment, cloze procedure, problem solving, and guided inquiry.
- **Interactive instruction** relies heavily on discussion and sharing among participants. The interactive instruction strategy allows for a range of groupings and interactive methods. These may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- **Experiential learning** is inductive, learner centered, and activity oriented. The emphasis in experiential learning is on the process of learning and not on the product. Students are usually more motivated when they actively participate and teach one another by describing what they are doing.
- **Independent study** refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement.

Independent study can also include learning in partnership with another individual or as part of a small group.

b. High School

The High School curriculum is aligned to the National Common Core and District of Columbia standards and has a college readiness focus. Our mathematics curriculum is structured such that we provide various uses for problem-solving and the types of modeling required in the standards. Scholars are engaged with problem solving strategies within mathematics in order to deepen, extend, or add to mathematical knowledge. Scholars focus on strategies to become adept at reasoning and applying critical thinking in mathematics while solving routine and non-routine problems. Through effective mathematical discourse and making mathematical connections explicit, scholars build their critical thinking and processing skills. Using mathematics to model real-world phenomena through activities that demonstrate problems at multiple levels of rigor and appropriate examples for their grade level or course allows our scholars to access the content according to their individualized access point. Our mathematics curriculum has been revised and is aligned with the content standards in the Common Core State Standards for Mathematics (CCSSM),

Our English/Language Arts curriculum is designed to provide modeling, mini-lecture, small group and guided practice as the relevant components of the instructional model that supports student content acquisition and mastery at their individualized level. Close reading skills are practiced on a daily basis through various activities and independent practice as an essential component of the instructional model we provide our scholars in order to prepare them to be college and career ready and meet the rigorous Common Core State Standards. Perry Street Preparatory High School Scholars learn routines for using close reading skills, how to select texts, and the appropriate ways to use the close reading process with both literary and informational texts. Discussion, writing, and self-reflection are all techniques that are incorporated into the lessons in order to build critical thinking skills and improve our students analyze text, make inferences and devise meaning through and from analogies.

We are one of only two Public Charter schools that utilize the national college readiness program to prepare our students and equip them with the 21 century skills they will need to compete in a global society. AVID, Advancement Via Individual Determination, is a college readiness system for high school 9th and 10th graders that is designed to increase school-wide learning and performance. We utilize the principles of AVID in every facet of

our instructional program to include all regular day classes, tutorial sessions after school, Saturday Academy classes and most recently, our Summer Bridge Academy for all incoming 9th and 10th graders. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change. We currently have a cohort of 30 students who have applied and been selected to participate in the high school component of AVID. This structured program provides training for every teacher who instructs AVID students and has been a premier model for helping our students achieve academic success by teaching them skills and techniques to use in rising above the obstacles they may face in getting to college as they work hard and get smart.

2. Parent Involvement Effort (PreK-Grade 12)

The Perry Street Preparatory Parent Engagement Program is an ongoing process that increases active participation, communication and collaboration between parents, staff, students and community members.

The research is clear that when schools and families support each other, students of all backgrounds and various abilities achieve at higher levels. The goal of the Parent Engagement Program is to increase student achievement by engaging and empowering parents to become actively involved in their children's education across all grade levels.

To achieve this goal, the Parent Engagement Program:

- Developed and delivered grade level curriculum presentations to parents and students on the factors that influence student achievement and success via our Curriculum Night.
- Created collaborative partnerships with external organizations and agencies that support parent and family engagement initiatives to provide needed services, supports, and resources to schools and families.
- Provided monthly parent workshops to assist parents with skills to engage children.
- Held monthly town hall meetings with the Head of Schools and Staff.
- Hosted Read Across America Day
- Held Parent-Teacher Conferences
- Enlisted Parent volunteers to support classrooms and hallways

Perry Street Preparatory Charter School offers numerous and various opportunities for parental involvement, in academics and well as social activities, which are aligned with the school's mission and related to raising student achievement. These opportunities include:

- Board members for the school's academic after- school program, comprised of five parents and four students
- Men of Perry Street Prep, consisting of 20 fathers, who mentor, tutor and work with young men to enhance their academic, and social abilities
- PTO (parent teacher organization) parents plan, implement and execute creative ideas, and projects that support learning, of which school administrators, teachers, students and staff can be a part of.

II. School Performance

A. PreK-8 School

1. Performance and Progress Overview

Throughout the 2012-13 School Year, Perry Street Prep's PreK-8 school focused on:

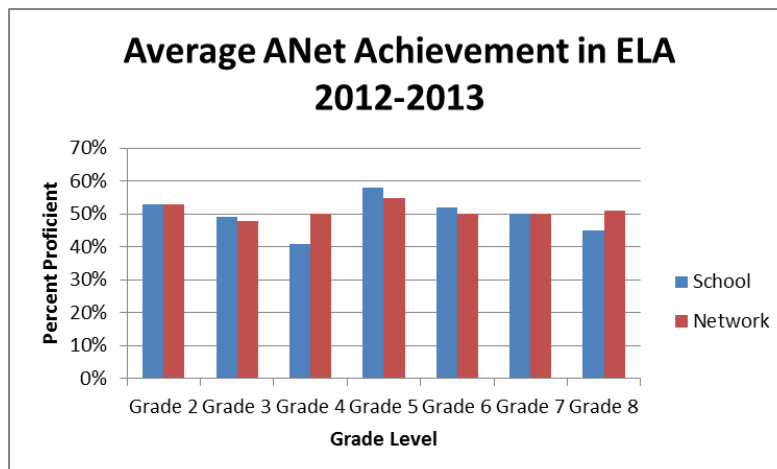
- offering its students a curriculum to prepare for college;
- inspiring in its students a lifelong love of learning;
- encouraging each student's social, cultural and physical development;
- challenging its students to become leaders.

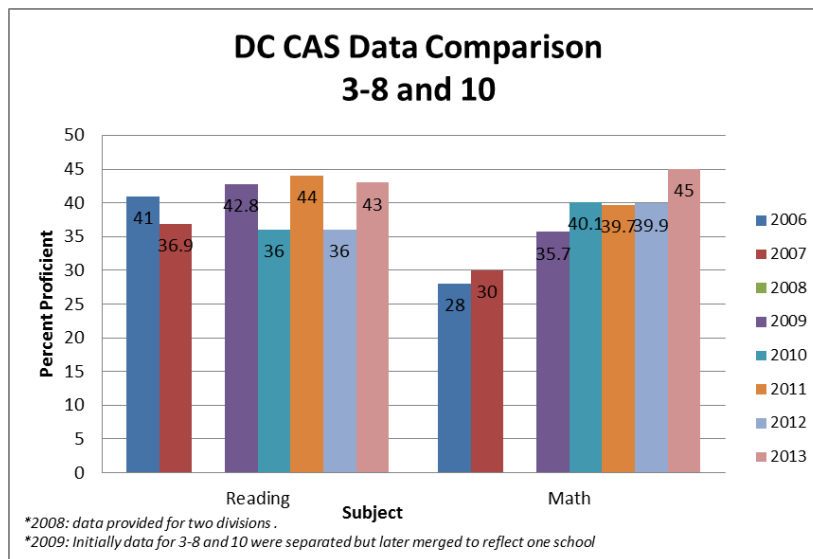
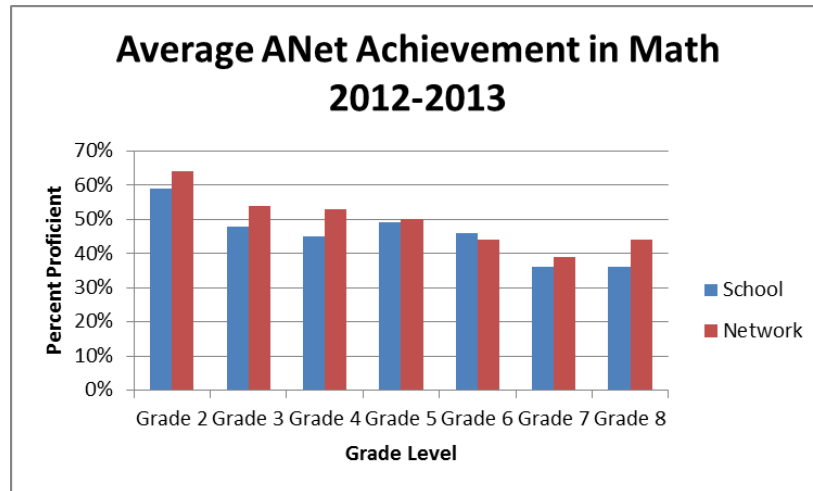
Perry Street Prep strives to accomplish these goals by demonstrating personal care and concern for all of its students and by celebrating their unique gifts and diversity. In turn, students are expected to become responsible participants in the Perry Street Prep community and beyond and are encouraged to use their talents in the service of others.

The PreK-8 School used the following activities to support those goals:

- AVID Program for students in grades 6 – 10. College readiness program to assist students with preparing for higher level education beyond twelfth grade;
- Intervention classes in grades 1-8 to meet students at individual grade level;
- Computerized after school tutorial programs;
- Advanced placed computerized courses for middle school students;
- Community meetings to discuss the importance of being productive members of our school community and society;
- Celebrate cultural diversity through Cultural Diversity Day.

Meeting Goals





2. Lessons Learned and Actions Taken

What Worked:

- The instructional coach modeled effective lessons and shared strategies
- Weekly data meetings to analyze data and collaborate
- Professional development facilitated by our Common Core Consultants
- Student body meetings to discuss school concerns
- Weekly student celebrations
- Staff celebrations
- Teacher Feedback from informal and formal visits

Based upon the 2012 – 2013 school year, staff members were dismissed after unsuccessfully mastering goals of their individualized Performance Improvement Plans and or formal evaluations. Curriculum mapping and textbook alignment to ANET will be completed for dissemination during the week of our first annual Teacher Boot Camp. The purpose of the two week camp is to facilitate the integration of common core standards with core subjects. We want teachers to execute higher order thinking questions, well planned lessons by differentiating instruction to meet students at their various individual needs. We have revamped our master schedule, amended our discipline policy, held recruitment fairs to hire qualified teachers, planned extensively with stakeholders to include extra co-curricular activities, scripted intervention programs and aligned our goals to our mission.

B. High School

1. Performance and Progress Overview

Perry Street Prep High School is a community of diverse learners that builds relationships with families and empowers students to be college-ready and to thrive in a global society. Through a renewed commitment to excellence as displayed in our decision making process; our core values of Respect, Responsibility and Perseverance have been the foundation and focus this past school year. Our Scholars in grades 9 – 12, have demonstrated continuous proficiency levels of progress in Reading and Mathematics on the DCCAS. A combined proficient and advanced level of 31.8% in reading and 26% in math represent a shift in performance from the previous school year. Respectively, the percentage of scholars performing at the advanced level on the DCCAS for reading and mathematics, was 1.7% and 0.8%. This is a decline from the previous school year 2011-2012. Perry Street Preparatory PCS demonstrated an increase in achievement levels in one category according to the PMF scored calculated and provided by the DC Public Charter School Board School Performance Report. The high school performance level in Advanced Placement courses rose from 0.0% in the 2010-2011 school year to 4.8% in the 2011-2012 school year for 12th grade only.

As indicated in our overall college and career readiness scores, the gateway target for the 2011-2012 school year increased to 100% rendering a perfect score for our college acceptance rate. A slight decline in the remaining college and career readiness targets was noted for the areas of graduation rate, PSAT performance at the 11th grade and SAT performance at the 12th grade. Significant progress was demonstrated in the performance level of the high school leading indicators predicting future student progress and achievement. The average daily attendance (ADA) rate for the year was almost 3 points higher than the previous school year at 92%. The reported “In Seat Attendance Rate” for the entire Perry Street Prep campus is currently reported at 84.93%, prior to the final validation process this summer.

1. School Enrollment as reported in OSSE's audited enrollment file for the date of October 5, 2012	2. In Seat Attendance Rate (entire campus) as of July 1, 2013
950	84.93%

As well, the re-enrollment rate increased 2.5 points to 79.7 percent and we experienced a significant increase in the number of 9th grade students on track to graduate with their entering cohort. Perry Street Prep High School Division is proud to boast that 88.7% of the freshman class of 2011-2012 school year are on track to graduate as evidenced through our results from the Public Charter School Board 9th Grade Audit. We attribute this to a "Calming in Culture" as we notice in our overall "out of School Suspensions" for the year and the amount of Lost Instructional Time of only 1.2%. As evidenced in the chart below, we are making enormous gains in keeping our scholars in school and in class.

Number of days lost due to Out-of-School Suspensions for the entire school through July 1, 2013	Number of enrollment days for all students at the school through July 1, 2013	7. Lost Instruction Time Rate due to Out-of-School Suspensions through July 1, 2013
2040	169532	1.2%

A combination of our Performance Management framework scores indicates a continued Tier 2 rating; however, the level of the rating has declined to 39.1% from the 46.6% rating obtained in the previous school. We are pleased to indicate that within the 2012-2013 school year we will maintain 100% college acceptance rate and the PMF scores for graduation rate and PSAT performance will improve according to our submissions to the Public Charter School Board. Therefore, our college readiness indicators for the gateway will be a significant enhancement to our overall tier rating.

8A. SY2012-13 Promotion Rate (Grades PK3 – 12)	8B. SY2012-13 Promotion Rate (Grades KG – 12)
90.16%	89.22%

2. Lessons Learned and Actions Taken

Throughout this year of transformation the entire leadership team was restructured and assembled from various backgrounds. This proved to be an efficient asset to the academic and cultural programming of the High School Division at Perry Street Prep. Consequently, we have been able to objectively assess the key indicators of success for every scholar within our school and structure a comprehensive plan of action that includes the following structural differences for next year.

There are three main categories in which we will focus our attention: Academics, Culture and Discipline. Following is our plan of action to improve in each of the three areas.

Academics

Common Core Curriculum Alignment Revisions in conjunction with CORE consultants

9th Grade Academy to focus incoming cohorts on the PSP way and deter distracting mindsets of low performers or repeaters

A+ Learning Diagnostic Testing of all incoming students at the beginning of the school year as an internal gage of growth

Monthly A+ Learning RtI support

Summer Bridge Academy of Learning for all incoming 9th and 10th graders

Accountable Talk Stems via the Rigor Quick Check

Close Reading Professional Development

Lesson Design Professional Development

Fluency and Coherence Professional Development

Teaching Problem Solving Professional Development

ANET Interim Assessment and Data Analysis of student achievement for all four quarters

Culture

Building wide grade level infrastructure reorganization – relocation by grade level

PBIS – Perry Street Prep Positive Behavior Incentive System – Level 2

Lee Canter Model of High Expectations

Organizational Structure of Administration team to support all grade levels, all content areas and Student Support Services

Pedagogical Structure clearly defined as outlined in the *Teach Like A Champion* book by Doug Lemov

Adherence to the Charlotte Danielson model of evaluations and timeline

PLASCO Data and Record keeping implementation for support in accurate reporting of attendance, tardies, and positive behavior interventions incentives

Discipline

Revised Code of Conduct

Revised Discipline Policy to incorporate specific consequences for specific infractions

Community meeting schedule in accordance with Advisory expectations

ALC –Alternative Learning Center Implementation

6 -Week Culture Plan Implementation

Hall Monitoring System

C. Special Education

1. Performance and Progress Overview

Special education services at Perry Street Preparatory Public Charter School address the needs of identified learners with disabilities who require specialized instruction to support access to the curriculum. A wide range of services is provided to meet the individual needs of students, from academic intervention to related services in areas such as speech therapy, occupational therapy and behaviour support services. At Perry Street Prep students with special needs receive services designed to individually meet their needs that draw from our comprehensive resources.

The special education staff builds relationships with and works closely with families in an effort to assure the services needed are identified and provided to students in accordance with applicable mandates. A strong and positive multi-faceted relationship exists between the home, school, and any outside supporting agencies that may be a part of the students IEP team.

Strong collaboration with general education staff is a concerted effort to provide services to students in the most inclusive manner which benefits all students within the class setting. Providing consultation, collaboration and professional development opportunities to both general education and special education staff at Perry Street Prep is an active approach to further the joint efforts of all teachers to provide students with special education services in the most inclusive setting which is appropriate; however, there are times when a student's IEP requires that they be pulled-out of the general education classroom to receive support. Special education programs and services at Perry Street are designed to meet the specific needs of students with disabilities in the least restrictive setting. The professional staff that delivers special education services are trained to work with a wide range of disabilities. Perry Street Prep is committed to its responsibility of providing a continuum of services to students who have been identified as requiring additional supplementary aides and services as an extension to their least restrictive environment.

By way of a co-teaching and a collaborative inclusion model, the staff at Perry Street Preparatory Public Charter School implements its special education program on the basis that all students can learn and will graduate from high school ready to succeed in college. Special Educators at Perry Street Prep are committed to empowering students to be academically and socially successful. We provide accessible and creative differentiated instruction through collaboration and encouragement. We are longitudinal thinkers who foster individualized growth, build relationships with our families and promote self-advocacy in our students. Our ultimate goal is to empower our students to become college-ready and to thrive in a global society.

This philosophy reigns true daily in the classroom, where special education students gain access to the general education curriculum alongside their general education peers.

With a focus on inclusion with pull-out supports as well as related services, Perry Street Prep is committed to instructing special education students in the least restrictive environment (LRE). Perry Street Prep's special education staff is committed to wrapping special education services around students with disabilities while supporting academic progress in the general education classroom. Special educators work closely with general educators and adhere to general education curriculum standards for developing IEP goals for special education students. Special educators are responsible for modifying lessons through collaboration/co-planning and ensuring accommodations and modifications are implemented. To assess for progress in core subject areas, IEP report cards and Achievement Network (ANet) benchmark data are utilized.

In order to realign our special education achievement vision with our current performance trend, the leadership team at Perry Street Prep amended the

special education achievement goal. Previously our special education achievement goal(s) was:

Special Education Goals:

Annual Goal: Utilizing initial baseline DC CAS data, 25% of students with disabilities will make 15% growth in reading and math on the state assessment.

Quarterly Goal: Through quarterly progress monitoring and tracking, 25% of students with disabilities will make a marked increase of 4% in reading and math on each interim ANet assessment.

The above goal was developed before our special education population doubled in numbers. When the goal was written Perry Street Prep provided services to a little over 70 students. Currently we serve over 150 students with disabilities. Not only has our population doubled, our populations needs have drastically increased. As required by OSSE, the staff at Perry Street Prep are working to ensure we are providing a continuum of services to our special education students. With that responsibility comes a need to modify the program to address any challenges that may impede the academic learning process. With that in mind, Perry Street Prep has submitted an amended special education achievement goal to the Public Charter School Board.

80% of students with disabilities will make at least 3% - 5% growth in the areas of reading and math as measured on the district approved statewide assessment annually.

The majority of our special education population is performing well below grade level. The amended achievement goal was chosen based on data points and with growth in mind. The instructional staff at Perry Street Prep believes that the modest incremental growth expectation of at least 3% - 5% gains in the areas of reading and mathematics will prove to be achievable for our students and beneficial for our overall academic growth. The expectation is that all of our students with disabilities will show growth; however, 80% of our students will make at least 3% to 5% growth. The staff at Perry Street Prep believes this goal is realistic when taking into consideration all students with disabilities and their needs. A review of our current ANet data shows that we are making progress towards our achievement goal as 50% of the 72 students in our special education subgroup are showing growth in the area of mathematics and 68% of the 72 students in our subgroup are showing growth in the area of Reading.

2. Lessons Learned and Actions Taken

Lessons Learned	Actions Taken
Instruction -	Instruction-
Special Education Case Manager Model – Currently our special education inclusion teachers also serve as case managers for the students they work with. Due to the increase in the number of students per caseload, we have found this practice to no longer be effective and causes an interruption to instructional programming for students.	The special education inclusion teachers will no longer have the responsibility of case management. Their responsibility will solely be on providing specialized instruction, collaboration and co-planning. Achievement will be the primary focus during the instructional day for the inclusion teachers.
As one of the methods to determine present levels of performance, the special education staff at Perry Street utilized the Woodcock Johnson III. We have found the results yielded from this tool to no longer be useful when relating back to what is actually happening in the classroom.	The Woodcock Johnson will be replaced with the Brigance CIBS II Standardized which is a highly reliable. This tool will assist the staff in determining instructional ranges and guide appropriate curricular materials for individualized instruction.
Professional Development -	Professional Development -
The special education staff has spent a lot of time receiving professional development in the areas of co-teaching and compliance. These areas are important, but do not address achievement or students with behavior needs. We found that we spent a lot of time this past school year reacting to behaviors instead of having the opportunity to be proactive in our responses.	Professional development will be provided to staff by way of the Special Education Co-Op in the area of academics. In addition, the staff will receive professional development in positive behavior/crisis management. Lastly, CORE will be supporting the special education inclusion teachers in an effort to assist with aligning common core standards with IEP goals in a more functional way.
Human Capital -	Human Capital -
The special education inclusion teachers in the high school were not able to work at their optimal because of the large number of caseloads that had to be managed. This also prevented an ideal learning process for the students.	Additional staff is being added to the high school. The specific focus will be on resource/pull-out services. This position is being created so the inclusion teachers will spend their time in the classroom and allow for continuity.
The special education inclusion teachers had the responsibility of compliance and instruction. Unfortunately, the case management model is no longer effective at Perry Street Prep.	A special education coordinator is being hired to assist the director of special education with management of all compliance tasks.

D. English Language Learners

1. Performance and Progress Overview

Background Summary

During the 2012-2013 school year, the ELL Program was supported by a department of three staff members: one director and two teachers. A total of 63 students were assessed and identified as English language learners (ELL) based on home language surveys, conferences with parents, and socio-academic language proficiency screenings. Student test scores, report cards, writing samples, and teacher anecdotal notes were

also collected and analyzed in order to create individualized student plans (ISPs). Copies of students' English language proficiency (ELP) scores were distributed to mainstream classroom teachers, and comprehensive language support services were planned and implemented in collaboration with English/Language Arts teachers on a weekly basis. Out of the sixty-three ELL students identified, *forty-five* tested at beginning-to-mid levels of ELP (scoring between 1-4) on the language proficiency placement exam. These students, officially known as *directly served* ELLs, represented the core of the program. As such, they received regularly scheduled socio-linguistic support services from highly qualified ELL teachers each week. The remaining eighteen ELL students tested at advanced levels of ELP (scoring between 5-6) and received quarterly progress monitoring as well as program support and instruction from the ELL teachers and director, as requested. Conferences with mainstream teachers and parents were also held to determine the nature of student needs and concerns.

The ELL department staff used the results of their interviews with students and their observation reports of them (in English/LA, Math, and other mainstream classroom settings), as well as student work samples, diagnostics, and the WIDA Consortium W-APT and ACCESS exam scores, to measure the ELP levels, skills, and functional socio-linguistic abilities of qualifying ELL students, grades PreK–12th. The following is a breakdown of all ELL program participants (including those who were monitored) by grade level: six students were in pre-kindergarten, two students in kindergarten, three students in 1st grade, three students in 2nd grade, four students in 3rd grade, zero students in 4th grade, three students in 5th grade, four students in 6th grade, eight students in 7th grade, four students in 8th grade, seven students in 9th grade, seven students in 10th grade, eight students in 11th grade, and four students in 12th grade.

The ELL department staff also held periodic meetings with non-English/Language Arts teachers and school administrators to report on student performance and progress. In addition, ESL lessons were created based on the WIDA Consortium ELP Standards, District of Columbia Reading/ ELA Standards, Common Core ELA State Standards, and OSSE World Languages Standards. Differentiated instruction techniques were implemented, and teacher/student evaluation tools were enhanced from the previous school year. Parents were contacted regularly to discuss student language goals and progress, and access to foreign language interpretation and translation services were provided to school office staff, teachers, and families, as needed. Program standards and goals were in line with those of DCPS/OBE, and the program staff worked in collaboration with OSSE for suggestions, updates, and the adoption of supporting language materials. The tracking of ELLs' academic progress was provided via an equal balance of push-in (in-class) and pull-out (out-of-class) sessions, tutorials, and small group instruction.

Professional Development/Staff Credentials

Throughout the year, the ELL department staff received professional development and training in multicultural education, data analysis, Common Core State Standards

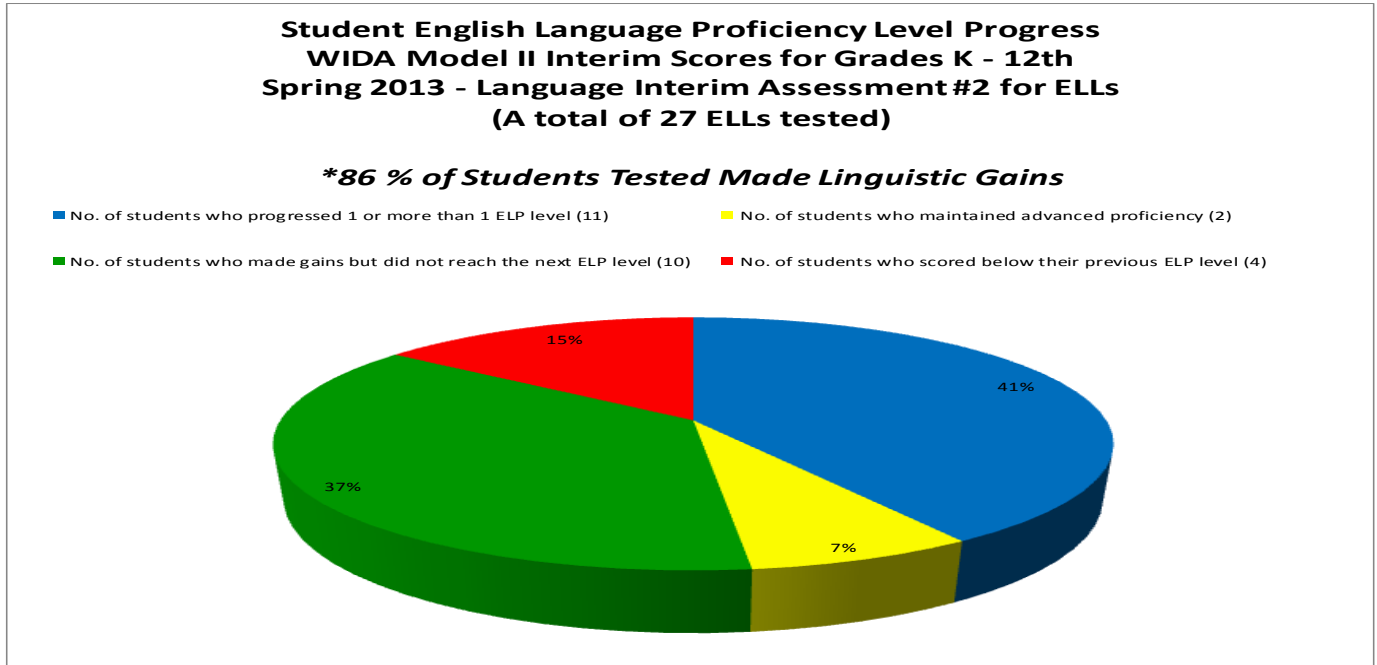
implementation, reading strategies, ESL methodologies, classroom management, and program administration via webinars, OSSE-sponsored sessions, TESOL conferences, and international education workshops. They were also members of the professional organization TESOL (Teachers of English to Speakers of Other Languages) and had been previously trained in the field of second language acquisition. Together, they held undergraduate and graduate degrees (and/or certifications) in the following areas: English, ESOL, Spanish, Latin American and International Studies, Translation and Interpretation, Elementary and Secondary Education, Adult Education, Teaching, Educational Leadership, and WIDA Consortium Test Administration. In addition, all ELL department staff members were bilingual and had experience teaching students from all over the world who speak different languages and come from diverse socio-economic backgrounds. They all had also taught and studied abroad in various countries and, therefore, had personally experienced being a second language learner in a culture that was foreign to them. They had previously served in roles, such as classroom teacher, department chair, teacher trainer, presenter, program administrator, college instructor, student advisor, workshop facilitator, and university lecturer. As a whole, the ELL department staff had over thirty-five years of professional experience implementing English, ESL, linguistics, and foreign language instruction to diverse groups of students of varying academic abilities, grade levels and ages (from PreK children to post-graduate school adults).

Program Analysis/Student Performance

Out of the sixty-three ELL students enrolled, nearly all seniors (i.e., three out of four or 5% overall) graduated from high school. Forty-three students (or 68%) re-enrolled for the 2013-2014 school year, and the remaining seventeen students (or 27%) transferred to other schools. In addition, thirty-six students (or 57%) were *male* and twenty-seven students (or 43%) were *female*. In terms of grade level, thirty-seven students (or 59%) were in PreK-8th grade, and twenty-six students (or 41%) were in high school. Seven students (or 11%) had IEPs and received special education services (four in PreK-8th and three in high school), and four out of four *qualifying* monitored students (or 100%) successfully met all requirements to exit ELL program servicing. In terms of demographics, thirteen students (or 21%) were *immigrants*, and fifty students (or 79%) were “heritage learners.” In all, ELL students and their families represented *twenty-five home countries* throughout Africa, Asia, Latin America, and the Caribbean, including Benin, Central African Republic, Dominican Republic, El Salvador, France, Ghana, Guatemala, Guyana, Haiti, India, Ivory Coast, Jamaica, Kenya, Liberia, Mali, Mexico, Nigeria, Philippines, Puerto Rico, Senegal, Togo, Tobago, Trinidad, Vietnam, and the Virgin Islands. As such, they spoke *twenty-seven diverse languages/dialects*, including Akan, Bambara, Bassa, English Creole, Ewe, Filipino/Tagalog, Fon, French, French Creole, Fulah, Hindi, Ibo, Ilocano, Ilongo, Kapampangan, Khana, Mandarin, Patois, Sango, Spanish, Swahili, Temne, Tivi, Twi, Vietnamese, Wolof, and Yoruba.

The ELL department’s satisfactory program administration and student servicing were evidenced in students’ performance on major assessments—both school-wide and dept.

specific—as indicated in the chart below, which showcases students’ progress on a major language skill-based interim assessment:



2. Lessons Learned and Actions Taken

Implications for the ELL Program (AY 2013-2014)

Based on the data received thus far for the 2012-2013 school year (i.e., from interim student test scores, program analysis, teacher and student feedback, etc.), some systems will remain in place for the ELL program, with improvements made as needed. For example, in its 5th year of operation, the Department of English Language Learners will continue to be comprised of one director and two-to-three teachers, each of whom will work within an assigned division of the school (e.g., one-to-two teachers for PreK-8th, one teacher for high school, and the director working with both schools to provide keen oversight and strategic direction for the program.) Weekly meetings will continue to be held with teachers and administrators to inform on student and program performance, progress, and goal-setting. ELL teachers will continue to implement a system for tracking lesson plan submissions from mainstream and content area teachers so that they can better anticipate, plan for, and serve the needs of ELL students. ELL accommodations and supporting materials (primarily for Reading/Language Arts classes) will continue to be researched, developed, and implemented to enhance instruction. Students will still receive a calculated balance of push-in and pull-out language support services for a minimum of 1-5 hours per week, and teachers will still track ELLs’ academic progress via weekly (signed) contact logs specifying the type of service rendered, the location of the service rendered, the amount of time the service takes,

and the names of the teacher providing the service. In addition, ELL teachers will continue to track students' socio-linguistic progress via quarterly observations and meetings with their co-teachers and students. The ELL director will still collaborate with OSSE, OBE, and other ELL departments/schools throughout the city to share best practices and make informed decisions. Maintaining this system will allow for continued strategic student monitoring and teacher accountability as well as for scaffolded, differentiated, and age-appropriate academic English language instruction and remediation, as needed.

Notwithstanding the aforementioned successes, some improved practices will also be adopted to enhance the ELL program. Therefore, a number of changes will be implemented during the 2013-2014 school year. To begin with, while ISPs will still be created and student test scores analyzed at the beginning of the school year, they will also be reviewed each quarter with parents, co-teachers, and students, with updates being made, as needed. This will allow all of the parties involved to see both students' improvements and challenges at increased intervals so that interventions can be planned and assigned, as needed. In addition, more precise evaluation tools for TESOL will be created and/or adopted in alignment with the school's overall assessment system. A revised plan will also be put into place to better accommodate those students needing pull-out services to complete in-class assignments, build "content-specific" essential vocabulary (e.g., words related to math and science), and take school-wide exams. Furthermore, ELL teachers' instructional time with students will be increased so that diverse efforts and strategies are utilized to reinforce key language-building (writing/speaking) skills and comprehension (reading/listening) abilities. Lastly, additional comprehensive kits of ESL textbooks, workbooks, lab software (CDs/DVDs), and listening center equipment will be purchased in order to better assist our beginning readers and growing immigrant (or non-native, non-proficient) population.

Finally, a more systematic and accountable method of monitoring and celebrating student achievement will be utilized no fewer than two-to-four times a year. Additional interim ELP assessments (based on Common Core and/or WIDA ELP standards for PreK-12th grade) will assist in this effort by assessing student progress throughout the year and informing on instruction. Program staff will work in greater collaboration with other school departments and divisions to promote improved student performance in *all* subject areas as well as to encourage increased parental involvement. Program staff will also plan for increased meetings with content area teachers in order to discuss and implement individualized plans for ELL students as well as teaching strategies that lead to socio-linguistic success. Most importantly, ELL teachers will encourage more parental involvement and meaningful communication by keeping parents' abreast of their children's progress and by incorporating them into the overall planning and execution of major program events, such as the *Welcome Back Gathering* and the *Cultural Diversity Day* celebration.

F. Unique Accomplishments

ELL Gathering Honors Students from Other Countries

A PreK-8 ELL Gathering and Award Ceremony on November 1 provided Perry Street Prep with an opportunity to honor its diverse school community.

ELL students, their parents, ELL staff and school administrators gathered in the staff lounge to enjoy light refreshments, healthy snacks and presentations to honor our diversity.

"Altogether, our ELL students represent 25 home countries and speak 27 diverse languages! They are remarkable and it's a pleasure to honor their commitment to always give their best effort," said Janice Nolan, director of ELL.

The gathering included an Award Ceremony to recognize outstanding world citizenship; amazing student progress; and consistent perseverance.

Middle School Students Participated in our Chess and Checkers Club

For the 2012-13 School Year, Perry Street Prep formed two teams -- a Checkers Team and a Chess Team -- to challenge other DC charter schools, as well as DCPS schools.

"It was exciting to see more Middle School students sign up for our team and to get some free, expert training," said Tony Sanders, high school math teacher and sponsor of the chess and checkers club.

The Chess & Checkers Club meets Thursdays after school in room D-211. Students needn't be experienced or experts to participate. It's a chance to learn the game, as well as perfect your game.

Perry Street Prep Teachers are Dedicated!

Ms. Betty Colson and Ms. Pamela Pugh, 5th grade teachers, were the first Perry Street prep teachers to be honored for their dedication and commitment to children.

Nominated by their colleagues, Ms. Colson and Ms. Pugh, spend long hours at Perry Street Prep, ensuring that their students achieve their best, while also demonstrating respect, responsibility and perseverance.

"You're both treasures to our school and we value you. Keep up the great work!" said Tia Watson, PreK-8 assistant principal, when she presented the 5th grade dynamic teaching duo with their honors.

Ms. Pugh's and Ms. Colson's classes had the highest re-enrollment rate for the 2012/13 School Year, indicating a high degree of parent satisfaction!

Throughout the School Year, Perry Street Prep continued to honor teachers and staff members who were selected by their peers to be recognized for their dedication to students and the school community.

Lower School Student Celebration a Big Success!

Each month the Lower School holds a celebration to recognize PreK-8 students for high academic achievement, making noticeable gains in benchmark assessments, and for demonstrating our Core Values of Perseverance, Respect and Responsibility.

On December 18, more than 80 students were recognized for their accomplishments.

**** Over 20 students in testing grades (2-8) were recognized for their gains in the Reading and/or Math benchmark assessment, ANET.**

**** Over 15 students were recognized for their Core Values (Respect, Responsibility and Perseverance) along with three awards presented for Improved Behavior.**

The highlight of the celebration were students who were recognized in the 5th grade class, taught by Ms. Colson and Ms. Pugh. They were listed six specific strategies that helped them to be successful on the ANET assessment.

"With these six strategies, we envision our 5th grade class SOARING to the mark of proficiency on the high stakes test, DC-CAS in April!" said Ms. Tia Watson, assistant principal, PreK-8. "Congratulations to all!"

Perry Street Prep Players Presented "A Charlie Brown Holiday" and "The Wiz"

Anthony Johnson, PK-8 music teacher, launched the Perry Street Prep Players theater program this school year, to encourage students to polish their performing arts skills. Students in Elementary, Middle and High School had speaking, singing, dancing, stage manager and other roles.

The first production was "A Charlie Brown Holiday" which was presented shortly before Winter Break. In May, the Perry Street Prep Players treated the school community to a production of "The Wiz."

Pk-8 Parents, guardians, staff and students were able to enjoy both programs during daytime performances and evening performance.

"Our students were terrific! Many thanks to the Perry Street Prep faculty and staff who helped make each production possible. They devoted many hours after-school to rehearsing and preparing our students to give their best," said Mr. Shadwick Jenkins, head of school.

Perry Street Prep Hosted its 1st Annual Spelling Bee Competition

Perry Street Prep hosted its First Annual Spelling Bee Competition on January 11, 2013.

Sponsored by Ms. Techa Walker, Kindergarten teacher, and her supportive team, the event provided an opportunity for 90 students to showcase their spelling skills and for parents and family members to witness Perry Street Prep scholars in action.

The Spelling Bee featured a K-3rd grade competition in the morning and a 4th-8th grade competition in the afternoon.

Congratulations to every student who competed for school recognition and to those who earned a spot in the next round of citywide competitions!

K-3rd Grade Winners

1st – Mekhi Flemming

2nd – Jaden Deal

3rd – Aanaai Young

4th – 8th Grade Winners

1st – Thomas Broadnax

2nd – Miara Bonner

3rd – Jailin Stafford

The winner of the school competition, Thomas Broadnax (1st place) and Jailin Stafford (3rd place) took part in the Cluster competition on February 12, 2013. From that competition Thomas Broadnax moved onto the next round at the NBC Studios on March 9th, 2013.

Lower School Honors Academic and Attendance Achievers

The Lower School hosted a "Breakfast of Champions" to honor 2nd Quarter Honor Roll and Perfect Attendance Honorees.

The "Breakfast of Champions" was held in the cafeteria on February 15, 2013, with a delicious meal provided by Chef Rydell!

Parents of students who were to be honored received a special invitation and students dressed in business casual attire for the celebratory event.

"This was a wonderful opportunity to honor our students for their outstanding achievements, and to also thank our parents. You are doing a terrific job ensuring your children have a successful school year," said Ms. Tenina Reeves, principal, PreK-8.

Lower School Celebrates "Incentive" Fridays

The PreK-8 School initiated "Incentive" Fridays during the 2rd quarter to reward the many students who were meeting high expectations.

"Our goal was to reward students who do what is asked of them -- with regards to academics, attendance and attitude. Those students who were meeting Perry Street Prep expectations earn an invitation to participate in "Incentive" Fridays and can dress accordingly," said Mr. Ryan Duvall, coordinator of the Alternative Learning Center.

Parents were asked to encourage their students to do their best at school each day, remind them to show Respect, Responsibility and Perseverance, and assist them in getting to school on time and ready to learn, each and every day! The goal was to have every Perry Street Prep PreK-8 student qualify to participate in "Incentive" Fridays.

Incentive Fridays included T-Shirt Day, Fight Cancer Day, Dress Like Your Favorite African-American Historical Figure Day and Dress for Success Day.

Perry Street Prep Basketball Players and Coaches Named to the MISAL All Stars!

Girls Varsity All Stars: PSP Coach Samantha Koonce and sophomore DeAndrea Mickle were selected to participate in the All Stars game.

Boys Varsity All Stars: Coaches James Brown and Omar Greyheart and seniors Jerod Diggs, Daren Long and Avery Warf-Stuckey were selected to participate. Senior Gregory Carrington III was also selected as an All Star but will not be able to play due to an injury. Coach Mike Jones was with the JV team at another tournament.

High School 2nd Quarter Honor Roll Program is Thu. Feb. 7

On Thursday February 7, 2013, from 6:00 – 8:00 p.m., Perry Street Prep will host the High School Division's 2nd Quarter Honor Roll Program.

"This is going to be an amazing evening in which we will recognize academic excellence at its best," said Ms. Alicia Pendleton, assistant principal of the high school.

Parents are encouraged to please come up to the school and celebrate with staff, teachers, students and fellow parents the academic achievements of our students.

The event will take place in our school auditorium.

Perry Street Prep Celebrated 2nd Annual "Cultural Diversity" Day

Our school celebrated its second annual "Cultural Diversity" Day on Friday, March 15, 2013.

The event featured music, food, brochures and displays from El Salvador, Ghana, Guatemala, Jamaica, Mexico, Nigeria, Philippines, Senegal, Trinidad, U.S.A., Vietnam and the Virgin Islands.

"This was a wonderful opportunity for us all to learn about the diverse cultures represented within our school community," said Shadwick Jenkins, head of school. "Staff, parents and students spent the day celebrating the 25 diverse countries that our students represent with exhibits, food, music and fun!"

Upon entering the exhibition hall, "visitors" received a "passport" that was stamped as they traveled from station to station learning about each country highlighted and sampling a typical dish.

Students were invited to wear their cultural attire to school that day in recognition of the various countries from around the world that our school community represents.

"Celebrating our Cultural Diversity" Day was sponsored by the Department of English Language Learners and the Family Engagement Center.

Councilmember David Catania Visited our School

David Catania, at-large member of the DC City Council, visited Perry Street Prep on April 11.

Mr. Catania, who chairs the Council's Education Committee, has set a goal to visit all DC public schools in the coming months.

While at Perry Street Prep, he met with Mr. Shadwick Jenkins and our principals, Ms. Tenina Reeves and Ms. Cordelia Postell. He toured a couple of Lower School classrooms and had the opportunity to observe our students and teachers.

David Catania is particularly interested in working with schools to tackle chronic truancy problems; raise the level of achievement so that all students are proficient in reading and mathematics; and put plans in place to ensure that seniors are ready for the rigors of college.

Perry Street Prep Seniors Win Science Awards

Congratulations to our seniors, Malik Robertson and Zaki Harris, and Ms. Samantha Koonce, Perry Street Prep science teacher, for their achievements at the 2013 DC STEM Fair!

Malik and Zaki received an Honorable Mention award from the American Institute of Aeronautics and Astronautics, and a Best Team award from the American Nuclear Society for their physics project at the DC STEM Fair.

“They did a great job! Both students represent the best of Perry Street Prep. They are dedicated to academic achievement, thrive on mastering new skills and consistently demonstrate respect, responsibility and perseverance,” said Ms. Koonce, who chairs the science department at Perry Street Prep and served as the senior’s sponsor for the STEM Fair.

Both students have attended Perry Street Prep throughout high school and are headed to college where they plan to study engineering. Malik Robertson will attend the University of Alabama, which has awarded him a \$10,000 scholarship. Zaki Harris hopes to gain acceptance to Columbia University in New York City.

The Perry Street Prep seniors used their project to examine whether magnetic force is stronger than gravity.

“The STEM Fair was a good experience because we gained exposure to leaders in the DC scientific community,” said Malik. Zaki noted that they were interviewed by four judges. Several judges were so impressed with their project that they provided the seniors with scholarship applications.

The DC Middle and High School Science, Technology, Engineering, and Mathematics (STEM) Fair took place at Wilson Senior High School on March 23, 2013. Students in grades 6-12 from more than 200 of the district’s public, public charter, private, and parochial schools were participants. DC’s STEM fair is an official affiliate of the Intel International Science and Engineering Fair (ISEF).

Perry Street Prep High School Student Accepted into Elite Summer Program

Trey Clarke, a rising senior, was accepted into Johns Hopkins University’s [Engineering Innovation Summer Program](#) for High School Students. This challenging program is a college-level engineering course in which students who earn an A or B receive 3 transferrable college credits.

In order to gain acceptance into this competitive program, students must have a current GPA of 3.5 or above. For Trey Clarke, a student at Perry Street Prep for five years, this was definitely achievable.

Trey, a current resident of Southeast D.C who originally hails from Atlanta, Georgia, has always had an interest in math and science. He is excited to participate in this summer program, as he hopes it will help him decide if he would like to major in science or

engineering when he goes to college.

Currently, Trey has his eyes set on North Carolina's Duke University. He hopes that participating in JHU's Engineering Innovation program will boost his college resume and help make his college dreams achievable.

On top of this impressive acceptance into the program, Trey Clarke was enrolled in a heavy course load his junior year. He mastered Advanced Placement Literature as well as Honors Chemistry and Honors Algebra II.

When he is not studying, Trey plays for the Pride of Perry Street's Male Varsity Rugby team as a Scrum Half.

"I'm not afraid to tackle anybody!" the smiling young man proclaims when discussing playing his favorite sport. Although his fearlessness has led to a foot injury he received during the last five minutes of a recent game, Trey refuses to let minor setbacks hurt his spirit, on or off of the field.

Perry Street Prep is pleased to see Trey Clarke's positive attitude and strong determination lead to his acceptance into such a great college program, and cannot wait to see what other exciting things are in store for this admirable young man!

Perry Street Prep Senior Selected "Most Outstanding HS Graduate" Finalist

Perry Street Prep's 2013 senior class president and outstanding scholar, Lekan Ojo, was selected one of three finalists for "Most Outstanding High School Graduate" among charter school seniors across the city.

At the 2013 STARS Tribute, Lekan was recognized for his outstanding efforts and awarded a \$1,000 scholarship, which was presented to him by Mayor Gray.

"This is a tremendous honor. While each category is different, the finalist chosen must meet the high standards set out by the judge's panel that brings specific expertise to that award category," according to the DC Association of Chartered Public Schools, which sponsors the STARS Tribute.

Lekan Ojo was a recent immigrant to the U.S. when he enrolled at Perry Street Prep in 2010 as an English Language Learner (ELL) student.

"From the start, Lekan impressed me with his uncompromising character, nearly perfect attendance, and great academic performance – despite the daily socio-linguistic and cultures challenges he had to face. Out of the 700+ students enrolled in our school that year, Lekan also stood out from amongst his peers because of his friendly persona, insightful nature, and dedication to his studies – accomplishments that built the foundation

for his current placement on the Honor Roll with a GPA of 3.97,” Janice Nolan, director of Perry Street Prep’s ELL department, wrote in her nomination letter.

Lekan was accepted into top universities around the country, including Penn State University, which he plans to attend and major in pre-med. Lekan pursued college credits while at Perry Street Prep, finishing a 3-credit college English course at the University of Maryland.

“Congratulations to Lekan! Perry Street Prep wishes him continued success in college and beyond. There is no doubt that his commitment to advancing his education, his interest in helping those in his community and his strong character will serve him well in the years ahead,” said Cordelia Postell, high school principal at Perry Street Prep.

High School Launches SMART WORDS INITIATIVE

Perry Street Prep’s High School launches a SMART WORDS INITIATIVE during the second quarter to help students learn a new word each day. The goal was to help our students prepare for the DC CAS and the SAT/ACT by boosting their vocabularies.

Each school day a new word was posted throughout the high school. For instance, the word for March 4, 2013 was BANE.

Throughout the day, high school teachers and staff emphasized the meaning of a new word. Students had the choice to enter the SMART WORDS COMPETITION each day. Those participating would write the definition, use the word in a sentence, identify the part of speech and place the document in the SMART BOX for a chance to be entered in a WEEKLY DRAWING for GREAT prizes!

Parents were encouraged to help teachers reinforce this vocabulary outreach by:

- * asking their high school student to tell you the meaning of that day's word
- * ask them to use it in a sentence
- * making a point to use the word three times that day when talking to their children
- * using the word in conversation with your family throughout the coming week

Three Perry Street Prep Rugby Players Named to High School All American Team

Three Perry Street Prep varsity rugby players were named to the 2013 High School All American team. Congratulations to senior Christian Adams and juniors Jihad Khabir and Cecil Rich!

The three rugby players will be travelling to international tournaments in Nevada, England and Argentina later this year.

Perry Street Prep is proud to have Christian, Jihad and Cecil representing our school and country in the coming weeks!

High School Student Excels at Academics & Sports

Rising senior Leondra Wright had a very successful year as a junior -- her first year at Perry Street Prep.

The 2012-13 school year was a big transition for our Perry Street Prep high school student Leondra Wright. Not only was it her first year here at Perry Street Prep, it was also her first year playing rugby.

Leondra was inspired to join our Girl's Varsity Rugby Team through one of her best friends who also plays for the Pride, which is led by Ms Rose, the Girl's Rugby coach. Leondra plays the 8 Man position, in which she takes the ball out of the scrum and "runs for it!"

"I love my team," says Leondra. In fact, she is one of the fastest runners on the team, and one of her favorite parts of the game is getting tackled and tackling others.

In addition to being a rugby player, Leondra is an Honor Roll student. These good grades will help her as she considers and applies to colleges next year. Currently, she has her eyes set on Miami University and Morgan State University.

Leondra Wright is a great example of a well-rounded student of Perry Street Prep. We are proud to shout that she's part of "our Pride!"

Athletic Teams Have Successful Year

Perry Street Prep's scholar-athletes excelled on and off the field this year. Our varsity football team finished as runner-up in our Capital Area Football Conference League championship, for the third year in a row. Our varsity boys basketball team were MISAL league champions and for the first ever, played in a city title play-off game! Our varsity girls basketball team made it to the post-season and won their regular season division. Our varsity boys rugby team was runner-up in the MAVRC League and came in second place in the 2013 USA Rugby National 7s Invitational tournament. Congratulations to our scholar-athletes!